DOCUMENT RESUME

ED 456 819 IR 020 874

AUTHOR Collis, Betty; Moonen, Jef
TITLE Flexible Learning in a Digital World: Experiences and Expectations. Open & Distance Learning Series.
ISBN ISBN-0-7494-3371-X
PUB DATE 2001-00-00
NOTE 231p.; Published by Kogan Page Limited.
AVAILABLE FROM Stylus Publishing, 22883 Quicksilver Drive, Sterling, VA 20166-2012 ($29.95). Tel: 703-661-1504; Fax: 703-661-1501; e-mail: styluspub@aol.com.
PUB TYPE Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Classrooms; *Computer Assisted Instruction; *Computer Uses in Education; Curriculum Development; Educational Administration; Educational Development; *Educational Technology; Flexible Facilities; Instructional Design; Instructional Development; Technology Integration

ABSTRACT

This book provides a series of proven, practical guidelines for using technology in education, giving the reader an overview of how technological applications in education can be harnessed and developed. The book presents an integrated vision of how technology is related to learning-related change, and how current and emerging experiences can inform future success for those working in this field. A series of 18 key lessons are detailed in the book. These lessons can be applied by those working with educational technology at a number of different levels, including: those taking an institutional or managerial perspective; those responsible for implementing new approaches to learning; those concerned with issues of pedagogy and effective teaching; and those dealing with flexible learning technology. Chapter one focuses on the concept of flexible learning, and in chapter two, flexible learning is related to major changes facing higher education institutions throughout the world. For flexible learning to be implemented, instructors and learners will probably need to make use of technology; chapter three deals these implementation issues. In chapter four, the 4-E Model (presented in chapter three) is used to steer a direction for proceeding in terms of the technology itself. Chapter five focuses more specifically on pedagogical combinations that involve more flexibility and relates them to the instructor's pedagogical decisions based on a new definition of an active student--one of co-contributor to the course study resources and co-member of the course as a learning community. Chapter six suggests a simplified return on investment strategy based on the 4-E Model and involving the institutional, pedagogical and technological perspectives. In chapters one through six, a set of 18 lessons learned are developed, which predominantly argue via literature references and general statements about the authors' own experience. Chapters seven and eight make that experience explicit. Chapter nine argues that there is a new economy emerging for education, and uses the lessons to suggest its characteristics and implications. (Includes subject and author indexes. Contains 194 references.) (AEF)

Reproductions supplied by EDRS are the best that can be made
from the original document.

THIS
DOCUMENT
NOT
AVAILABLE
FROM

EDRS